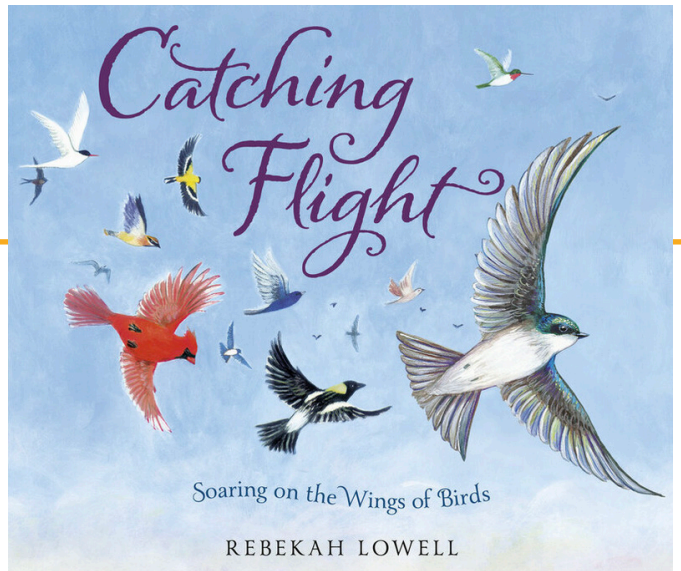


# EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!

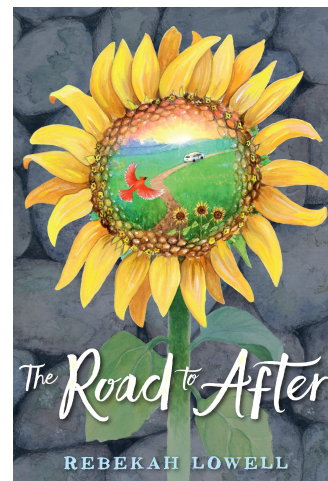
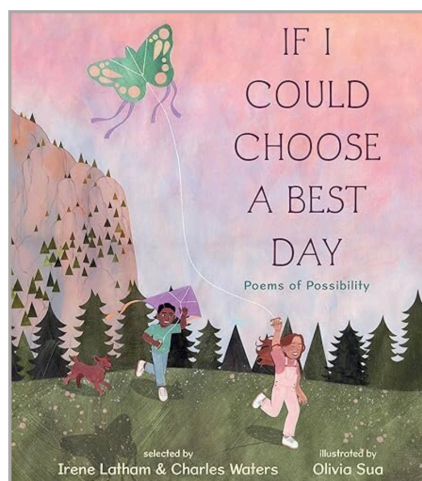
## Meet the author and illustrator



Rebekah Lowell is an author-illustrator whose curiosity about nature fuels her creativity. Her childhood, filled with wildflowers, finds its way into her work. A mother of two and survivor of domestic abuse, she is passionate about resiliency, freedom, and hope.

Rebekah has won the Maine Duck Stamp competition in 2011, 2014, 2017, and 2020. She has published two books, *Catching Flight* and *The Road to After*, as well as, her work was also included in *If I Could Choose A Best Day*.

Visit her [WEBSITE](#).



# EXPLORE MORE BOOK GUIDE

## LET'S BEGIN! BEFORE READING THE BOOK

Use the Visual Thinking Strategy (VTS) questions below to orient readers, and to help guide a group discussion. Begin by taking a quiet moment to look closely at the book jacket, allowing time for observation and contemplation of the images.

- *What is going on in this picture?*
- *What do you see that makes you say that? (provide evidence)*
- *What more can we find?*

Watch this [VIDEO](#) for a quick VTS demo

### HAVE QUESTIONS?

Please contact Alison Johnson at Island Readers & Writers, 207-460-6828 or [ajohnson@islandreadersandwriters.org](mailto:ajohnson@islandreadersandwriters.org).

## LET'S TALK!

### DISCUSSION QUESTIONS

1. Are there any animals that make you feel courageous? What are they and why?
2. The author/illustrator uses birds in the book to represent hope. Can you think of any other birds that have been used to signify hope or resilience? What are they?
3. Look at the cover of the book (front and back). How many colors do you notice represented in these birds? Can you name any of the birds?
4. Look at the **endpapers**. Why do you think the illustrator made the birds look like they are coming out of a feather? What do you think the meaning of the single eagle on the back page is?
5. What does the author mean by "Catch the current of a bird's wing"?



**ENDPAPERS:** The endpapers are the linings on the inside of the cover of a book. They are a design choice even if they are only one color. Make a point of asking children what they see and if they can make any connections with the cover or jacket. Check the back, sometimes it is different.

### STANDARDS

#### Covered throughout this Explore More Book Guide:

SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

SL.3 Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.

R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.

R.5 Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.8 Analyze the structure of various texts, including how the features and components relate to each other and the whole.

R.9. Assess how perspective or purpose shapes the content and style of various texts.

R.10 Evaluate the argument and specific claims in various texts.

L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening.

Emphasis on Poetry

There's an old proverb,  
“*Birds of a feather stick together.*”

Origin: William Turner poem,  
“*Byrdes of on kynde and color flock and flye allwayes together.*”

## LET'S CREATE (AND DO)! Book-Inspired Art

1. Author/illustrator Rebekah Lowell won the MAINE DUCK STAMP several times. Here are some of Rebekah's PAINTINGS. Create your own duck stamp design.



2. Start keeping a nature journal. Some prompts to get you started are:

*I notice...I wonder...It reminds me of...*

– John Muir

- What shapes do you see? Draw them on a page.
  - What colors are around you? Make a list.
  - How many insects can you find? Draw as many as you can.
- Close your eyes and use your other senses to observe the world around you. What do you hear? Smell? Feel?



3. Draw a sound map! Find an outdoor spot where you can sit comfortably and safely observe nature around you. Using a blank page and a pencil, mark an **X** in the middle to represent where you are. Rough sketch some images of what you think is making the sounds around you in different directions. Add details and color with colored pencils or markers. Compare yours with a friend.

4. Create your own BIRD WING INVENTION.

5. Make up an interpretive dance to go with the words of the story. What music is created in your mind by the words being read?

6. Imagine you are a bird soaring through the sky. Draw a picture from your birds-eye-view of your home, or a spot in nature that is special to you.



7. Write your own poem about birds.

## Be as free as the breeze and the birds in the trees!

8. 'Little Robin Redbreast' song with [FINGER PLAY](#)

*Lyrics*

Little Robin Redbreast sat upon a rail;  
Niddle noble went his head,  
Widdle waggle went his tail.  
Little Robin Redbreast came to visit me;  
This is what he whistled,  
Thank you for my tea.

Little Robin Redbreast sat upon a tree,  
Up went the Pussy-Cat, and down went he;  
Down came Pussy-Cat, away Robin ran,  
Says little Robin Redbreast - catch me if you can.

## LET'S DIVE DEEPER! [Explore More](#)

Research how a bird's wings work. How do feathers and wings work together to help a bird fly?

*Bird rescue sites in Maine:*

- [ACADIA WILDLIFE CENTER](#)
- [AVIAN HAVEN](#)
- [BIRDSACRE](#)
- [DOWNEAST SITES](#)

## LET'S READ MORE! [Text to Text Connections](#)

